

*ASPIRA inc.*  
*of New Jersey*  
*Board of Directors*  
*Summer Retreat*



*July 29-31, 94*  
*Educational Testing Service*

# ASPIRA MISSION STATEMENT

(REVISED JULY 1991)

OUR MISSION IS THE EDUCATIONAL AND LEADERSHIP DEVELOPMENT OF PUERTO RICAN AND LATINO YOUTH SO THAT THEY BECOME EMPOWERED INDIVIDUALS WHO MAKE SIGNIFICANT CONTRIBUTIONS TO THE PUERTO RICAN AND LATINO COMMUNITY AND SOCIETY IN GENERAL.

## GOALS

1. A VALUE FOR EDUCATION
2. A VALUE FOR THE IMPORTANT ROLE OF A VIABLE PUERTO RICAN/LATINO COMMUNITY THROUGH AWARENESS AND PARTICIPATION
3. THE STRENGTHENING OF A POSITIVE SELF-IDENTITY
4. THE DEVELOPMENT OF LEADERSHIP SKILLS
5. CULTURAL AWARENESS AND PARTICIPATION
6. PARENT AWARENESS OF EDUCATIONAL PROGRAMS AND POLICIES THAT AFFECT THEIR CHILDREN
7. THE STRENGTHENING OF ALUMNI AND FRIENDS OF ASPIRA

## ASPIRA PROCESS

1. EDUCATIONAL DEVELOPMENT
  - A. DROPOUT PREVENTION
  - B. POSTSECONDARY PLACEMENT
  - C. TUTORING
2. LEADERSHIP DEVELOPMENT
  - A. ASPIRA CLUBS
  - B. ASPIRA PUBLIC POLICY PROGRAM
  - C. YOUTH CONGRESS
3. CULTURAL AWARENESS AND SELF-IDENTITY

## VISION

1. THE ENTIRE PUERTO RICAN/LATINO COMMUNITY PARTICIPATE IN THE ASPIRA PROCESS.
2. EVERY PUERTO RICAN/LATINO YOUTH PARTICIPATE IN AND THE ENTIRE LATINO COMMUNITY SUPPORT THE ASPIRA PROCESS.
  - A. INTERVENE AT AN EARLIER AGE
  - B. DEVELOP ALTERNATIVE ACADEMIC PROGRAMS
  - C. POSTSECONDARY SUPPORT/TRANSITION
  - D. ADVOCACY
  - E. EXPANSION

# ASPIRA'S MISSION

## ASPIRA's Mission of LEADERSHIP through EDUCATION

### Leadership Development

- Community Participation
- Positive Self Image Building
- Leadership Skills Training
- Role Model Visibility within the Latino Community

### Educational Development

- Value for Education
- Parent Awareness of:
  - Educational Programs
  - Policies that affect their Children's opportunities

## The ASPIRA Process

## ASPIRA's Goals and Objectives

- \*\*Development of Leadership Skills
- \*\*Drop out Prevention
- \*\*Retention
- \*\*Post Secondary Placement
- \*\*Parental Involvement

# STUDENTS SERVICED

## A. COUNTY CENTERS:

ASPIRA, Inc. of New Jersey provides service to students attending high schools and middle schools located in the Essex, Hudson, Passaic, Mercer and Camden Counties.

Counselors are currently assigned to the following schools:

ESSEX COUNTY	Barringer High School East Side High School Luis Munoz Marin Middle School Barringer Prep  OUTREACH: Central High School Malcolm X. Shabazz High School Science High School
HUDSON COUNTY	Ferris High School
PASSAIC COUNTY	Eastside High School J.F. Kennedy High School
MERCER COUNTY	Trenton Central High School Grace A. Dunn Middle School
CAMDEN COUNTY	Camden Central High School Woodrow Wilson High School Pyne Poynt Middle School East Camden Middle School

## B. STUDENT BREAKDOWN

During the 1993-94 academic year ASPIRA provided service to:

1723 students who are in the active caseload.

1211 students who are not on the active caseload.

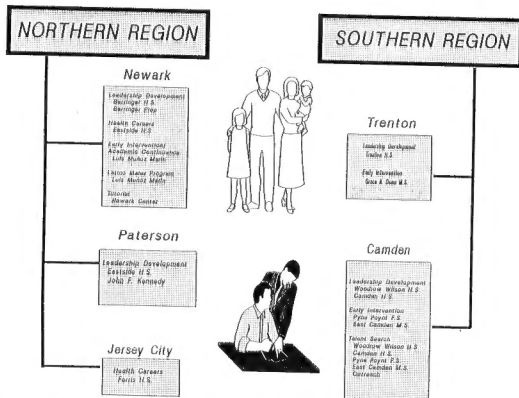
Students in the active caseload are students who have completed an intake form and have participated actively in club and counseling activities. Students who are not in the active caseload are students who have not completed an intake form, but have participated in at least one activity.

NOTE: the information below reflects the student caseload population for the 1993-1994 program year.

ETHNIC BREAKDOWN	Puerto Rican 71% (92-93/66%) Dominican 9% (92-92/ 8%) Other Hispanic 9% (92-93/11%) African American 7% (92-93/11%) Other Not Hisp. 4% (92-93/ 4%)
GENDER BREAKDOWN	Male 40% (92-93/41%) Female 60% (92-93/59%)
INCOME BREAKDOWN	Below \$ 9,420 63% \$ 9,420 - \$12,649 16% \$12,629 - \$15,832 6% \$15,832 - \$25,000 10% Above \$25,000 5%
REGIONAL BREAKDOWN	Essex 485 (92-93/602) Hudson 109 (92-93/116) Passaic 213 (92-93/252) Mercer 249 (92-93/250) Camden 667 (92-93/693)

# ASPIRA Inc. of New Jersey

## State Wide Program Chart



The ASPIRA Public Policy Leadership Program is an agency wide program available at each center.

# SCHOOLS' DESCRIPTION

All the schools where ASPIRA has counselors are part of the "special needs" districts. These schools are located in urban area where disparities between the urban and suburban schools in significantly poorer.

Presently, ASPIRA is operating in two school districts that are state operated (Jersey City and Paterson). The State of New Jersey Department of Education on July 21, 1994 stated that they will file a petition to "takeover" the Newark school district. The Board of Education in Newark must first submit a report indicating why the state has no grounds to "takeover" the district. Needless to say, a hard fought legal battle is expected before any decision is rendered by the Courts. Takeover will have no direct impact on ASPIRA services, as we have had no interference in service delivery in Jersey City or Paterson.

The two districts of Trenton and Camden have reportedly improved conditions during the past academic year. Last year the Department of Education seized the fiscal operations of the Trenton school district. After a one year stay the state return the fiscal responsibilities to the district. In the City of Camden, recent articles provide mixed reviews of the districts performance. One article mentioned that after significant improvements in students passing the H.S.P.T. and other standardized test that the state will not place the school under a monitoring level. However, it was confirmed in late June that seniors were graduating from high school without completing required classes or with excessive absences. This discovery was made by Board officials and not any member from the Department of Education.

## A. DROPOUT RATES:

Three years ago ASPIRA documented the number of students enrolled at various urban schools through a cohort study. Mr. Philip Burch, of Rutgers University recently published "The Dropout Problem in New Jersey's Big Urban Schools" (May 1992). In his study, Mr. Burch highlights that cohort studies provide the best source of the method used by the state department of education and local school districts to document dropout rates.

Mr. Burch's study found that the average high school completion rate among Latino male and female in the five cities that ASPIRA provides services to was 41% and 48% respectively. The enrollment rates that were reported in the Burch study have not changed during the past two years. The 9th grade class that was enrolled four years ago continues to decline. It is expected that the graduation percentage rates found in the Burch study will continue to hold true.

Unfortunately, only the district of Trenton has reported the increase of support staff and guidance counselors to combat this problem. However, during the 1992-1993 school year only 336 high school seniors in Trenton out of 439 actually graduated. The other districts have not shown any visible movement to address this problem.

## CONCLUSION:

It is clear that the great majority of the students attending schools in the communities we serve are not completing their high school education. Even those Latino students that are actually graduating are not being directed to pursue a college education. Evidence of this can be seen in the Post-Graduation Plans of High School Graduates - 1993 (Newark Board of Education). In June, 1993, 315 students graduated from Barringer High School, of which 173 (55%) were Latino and 133 (42%) were African American. A total of 81 students were accepted into 4 year institutions, 29 were Latino whereas 47 were African American.

In the high schools that we serve few entities are motivating Latinos to pursue higher education. Yet, this issue of post-secondary education is compounded by the fact that only 50% of our students actually "make it" to graduation day. It is clear that ASPIRA's efforts are necessary and vital to the success of the Puerto Rican/Latino school population.

## EXPANSION:

The last time the Board of Directors expanded was in 1987 into the communities of Trenton and Camden. Regularly inquiries are made as to the possibility of ASPIRA expanding to other cities. In the past organizing efforts have taken place in the city of New Brunswick. Perth Amboy and Elizabeth are also communities that has expressed an interest to have ASPIRA assist with its Puerto Rican/Latino population. The City of Passaic has also stressed the need to have ASPIRA programs return to their district. Below is a chart that reports the level of Latinos in the educational pipeline of within the Elizabeth and Passaic school districts.

DISTRICT	NUMBER AND % OF LATINOS	TOTAL SCHOOL POPULATION
ELIZABETH (K-8TH)	5,910 (50%)	11,770
ELIZABETH (H.S.)	1,529 (48%)	4,284
PASSAIC (6TH-8TH)	1,529 (76%)	1,999
PASSAIC (9TH-12TH)	1677 (75%)	2,220



Any decision that is made should be based on ASPIRA's likelihood of success in the community this includes but not limited to, community support, financial support, significant presence of a Puerto Rican population, can ASPIRA handle more growth, dropout rates, and the potential to expand within the community. ASPIRA must be prepared to respond to the escalating calls for help throughout the State of New Jersey.

## CONCLUSION:

The 1993-94 fiscal year began with much enthusiasm as plans for the 25th Anniversary Gala and the Latino Males Conference were in full force. Both activities required constant follow-up and diligence on part of the organizing committees. Staff assistance was instrumental for both events. Considering that both of these events were only a month apart, they were both successful and catapulted ASPIRA into the public eye.

Programmatically the agency did not deviate much from its previous efforts. The most significant impact has been the creation of the Parent Advocacy Program. A program designed to develop the skills of parents of children who attend the public school system, but also to serve as a resource to them. Through the Parent Advocacy Program a Community Thanksgiving Dinner was served and a Forum on the Newark School Takeover was held during the spring.

The past fiscal year was also one where new leadership came from within. The two key positions of Executive Director and Fiscal Officer, that had become vacant during the year were filled by existing staff. This moved allowed the agency to continue to operate without major problems in service delivery.

In terms of Development, the office was occupied by a part-time consultant. However, the demands being placed on this office exceed its current output. Funding sources who were giving in previous years are giving less. Those sources who gave little are not giving. Competition for the same dollars has increased as we find that the need to innovate and seek creativity to develop programs that serve the mission of ASPIRA.

This years Public Relations efforts were reduced to press releases, three newspaper articles and the ASPIRA Cablesnow in Newark. Efforts to publish the El Clarin or an Annual Report were not successful. It will be critical to increase the output of the Development Office to ensure that new funding sources are researched and cultivated, that new programs are developed, and that ASPIRA's presence is felt throughout the State of New Jersey.

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

**GOAL 1:** To create and develop education and Leadership development programs

**OBJECTIVE A:** To recruit Puerto Rican/Latino youth with an increase of 5% each year.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Discuss the option of implementing programs at schools where ASPIRA may not be providing service, but there is a high percentage of Puerto Rican students.	Program Committee	Nov 1994	The Program Committee will make recommendations to the Board to stay at schools presently serviced or provide a list of alternatives schools where ASPIRA should be present. <small>(During FY 94 the Prog. Committee had preliminary discussion on this issue)</small>
Meet with principals, guidance counselors, teachers and other educational leaders and parents to recruit Puerto Rican/Latino youth.	Staff	Sept 1994- June 1995	The ASPIRA staff will have provided educational and leadership development programs at schools where the Puerto Rican student is significant.
Present recruitment/retention objectives to active Aspirantes to involve them in the recruiting process	Staff and Aspirantes	Sept 1994- June 1995	During the academic year, active Aspirantes will have assisted in the recruitment process. <small>(Each year ASPIRANTES refer and recruit peers for membership. Recruitment committees have been discussed at the clubs but have not been successfully implemented)</small>

GOAL 1: To create and develop education and Leadership development programs

OBJECTIVE A: To recruit Puerto Rican/Latino youth with an increase of 5% each year  
(Continued)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Set in place a series of key recruitment activities.	Staff	Sept 1994- June 1995	By the end of June 1995, a series of workshops, one cultural awareness Conference, and presentations will have been held to specifically recruit Puerto Rican students. (During FY 94 students from Triniton petitioned to have a P.R./Latino curriculum, dance and history workshops were also held)
Disseminate a newsletter to students indicating the various activities	ASPIRA Student Advisory Board	1994 - 1995	Students will have received at least one newsletter. (This activity was never accomplished during FY 94)

NOTE: During the 1992-1993 program year the total number of Puerto Ricans and other Latinos on the caseload was 66% and 20% respectively. During the 1993-1994 program year the Puerto Rican caseload increased to 71% and the Other Latino caseload decreased to 19%.

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

**GOAL 1:** To create and develop education and Leadership development programs

**Objective B:** To retain Puerto Rican/Latino youth with an increase of 5% each year.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
To develop mentoring program model  -Professional vs Peer	Executive Director/Program Directors	Dec 1994	Research on 3 successful mentoring programs will have been collected and discussed. Analysis will lead to the development of an implementation plan.
To implement a mentoring program	Executive Director/ Development Officer/Program Directors	Sept 1995	Secure funding to hire personnel to recruit and match mentors with ASPIRANTES.
To implement a drug awareness program.	Staff	June, 1995	A series of drug awareness workshops will be held at a high school. Pre and Post assessments will be held to determine the effects of the workshops.
To establish crisis counseling component  -Provide training to staff	Executive Director/ Development Officer	June 1996	Funding will be sought to secure the hiring of a certified social worker for Camden and Newark.

GOAL 1: To create and develop education and Leadership development programs.

Objective C: To increase and provide services to parents.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Dedicate a page to Parents in El Clarin.	Staff	June 1995	Two issues of El Clarin will have been mailed to the parents on the caseload. (During FY 94 El Clarin was never published)
Conduct workshops for parents such as: *Tax assistance *What you need to know about your children's education, etc.	Staff	Sept 1994- June 1995 ongoing	Parents will have attended workshops designed to raise their awareness on different topics. (During FY 94 a series of 7 workshops were offered to Parents in Newark. However instructional efforts need to be strengthened to ensure a higher level of success.)
Create a parents support group	Staff	1994 - 1996  1995 - 1996	By the end of June 1995 a parent support group will have been formed in at least 1 ASPIRA Centers.  By the end of June 1996, a parent support group in 3 centers. (The beginnings of a Parental Support Group have become evident in Newark during FY 94)
To expand the Parent Advocacy Program	Executive Director/ Development	1994- 1996	Funding sources will have been identified and cultivated to expand the Parent Advocacy Program to 3 centers.

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

**GOAL I:** To create and develop education and Leadership development programs

**Objective D:** To monitor the implementation of programs.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
To design and implement a community service curriculum to facilitate community leadership skills.	Program Directors/	1994 - 1995	A community service curriculum will have been created and piloted at one ASPIRA site. (This activity was never attempted during FY 94)
Enhance enrichment programs for all students: *Computer Literacy *Tutoring *Writing Seminars *Workshops	Program Directors/ Development	1994-1996	Enrichment programs will be provided and enhanced at all ASPIRA locations. (During FY 94 funds were sought to build a computer lab at the 390 Broad Street location. The lab once constructed will serve as a writing lab also. Funding needs to be secured for computer and writing personnel)
To establish a mentoring program throughout the 3 cities that is exclusive of the APPLP Mentoring Program	Program Directors/ Development Officer	1994-1996	By Sept 1995, mentors will have been identified and by Jan 1996 students will have been match with their mentors. (One proposal was submitted last year for a mentoring program, however it was not funded. Additional staff is needed to implement this program)
Re-establish Math and Science programs so that is includes a comprehensive curriculum and special enrichment activities (role models, field trips, etc.)	Development & Program Director	June, 1996	Meetings will have been held to refine Math and Science programs.  By the end of June 1996, a Math and Science conferences will have been held for high school and junior high school students.

GOAL 1: To create and develop education and Leadership development programs.

OBJECTIVE D: To monitor the implementation of programs.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Identify and develop the potential of students to pursue careers related to Math and Science	Program Directors & Staff	June, 1996	Field trips will have been taken to the NY Hall of Science, IBM and AT&T. (During FY 94 students from Newark, Trenton, and Camden either visited the Liberty Science Museum or the Franklin Institute. However, a pre and post assessment needs to be implemented to determine if career interest in the Math/Science Fields has occurred.)

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 2: To create and strengthen leadership program initiatives.

Objective A: To enhance the ASPIRA Student Advisory Board (ASAB)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Implement the ASAB recommendations	Board/Programs Committee	July 1994	The Board will have evaluated the ASAB and refined the process.
Institutionalize the Student Congress	Board/Staff	June 1995	The staff will have implemented the new Student Congress.

NOTE: The ASPIRA Student Advisory Board completed its 3rd year of implementation. This Board has had major difficulties with communication and transportation. Often students are not able to fulfill all of their responsibilities. Last year the ASAB made a number of recommendations they felt will enhance it's Board. Change in personnel also has attributed to the lack of continuity on the ASAB.



## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 3: To create and strengthen educational program initiatives.

Objective A: To expand and implement programs focused on school dropout prevention.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Create programs targeting to decrease the dropout rate of Puerto Rican/Latino youth.	Staff/ Development Office	1994 - 1995	New programs to reduce dropout will have been developed. (During FY '94 the Parent Advocacy Program was established)
Implement mentoring programs *to motivate students to pursue college education  *provide information to make career choices	Program Directors & Staff	June, 1995	Mentoring program model will have been developed, implementation will occur upon funding being secured. (This activity was not attempted to due the lack of resources to hire staff to implement)

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

**GOAL 4:** To continue with the creation and development of cultural awareness initiatives.

**Objective A.** Develop and implement initiatives that celebrate our heritage

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
<p>Conduct cultural awareness activities focusing on the history of Puerto Rico, issues and problems affecting Puerto Ricans and other Latinos:</p> <p>*Celebrate Puerto Rican Heritage Month.</p> <p>*Hold a Cultural Awareness Conference focusing on the Puerto Rican Heritage.</p> <p>*Hold a "Proud to be Puerto Rican" week.</p> <p>*Identify Puerto Rican key figures to be recognized.</p> <p>*Create Bookmarkers with El Pitirre and ASPIRA's Mission Statements.</p> <p>Puerto Rican Heritage Workshops/Seminars/ to increase the participation of Aspirantes at college functions/ activities and celebrating Puerto Rican Latino Heritage.</p>	<p>Program Directors/Staff</p>	<p>June, 1995 - ongoing</p>	<p>At least 2 activities will have been held. (During the program year staff schedule a number of cultural related activities. These activities range from workshops, trips to museums, or the theatre.</p>

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 4: To continue with the creation and development of cultural awareness initiatives.

Objective A: Develop and implement initiatives that celebrate our heritage.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Research the components of a Cultural Center	Executive Director	June, 1995	Data will have been obtained regarding the necessary components of a cultural center.
Visit El Taller Puertorriqueno in Philadelphia and El Museo del Barrio in NYC.	Staff	1994 - 1995	Visits to El Taller Puertorriqueno (in Phil.) and El Museo del Barrio will have been made. (During FY 94 students from Trenton and Camden visited El Taller Puertorriqueno)

## CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 1: To identify and generate sources of revenue to implement programs.

Objective A. To raise funds to initiate new programs in order to meet the emerging needs of Puerto Rican/Latino youth in New Jersey.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Research the prospect of funding for programs which will help Puerto Rican/Latino youth stay in school and/or continue their education.	Development Officer/ Development Committee	1994 - 1995	By the end of June 1995, funding prospects will have been researched.
Identify and cultivate individuals and businesses through the New Jersey Business Directory.	Development Officer/ Development Committee	February, 1995	Proposals will have been submitted to new funding prospects.
Development of a new boilerplate proposal	Development Officer	August, 1994	New proposal will be developed new and existing funding sources.
Presentations to corporations that donate to United Way to obtain donar designation.	Development Officer/Staff	Aug, 1994	Presentations will have been made to corporations in the Essex and Camden areas.

## CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 2: To establish the network of ASPIRA Alumnae/i.

Objective A: To cultivate ASPIRA Alumni.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Mail questionnaire to alumni.	Board	Aug, 1994	A questionnaire will be mailed to alumni by Aug, 15, 1994 requesting a return by the end of August.
Expand the mailing list of ASPIRA "graduates" through the use of the media. The list will also be expanding by contacting HAHE, ASPIRA Counselors, and contacts with other ASPIRA Associates in the tri-state area.	Board	Aug, 1994 July, 1995	Press releases, articles and public service announcements will appear in the media.
Schedule meetings with alumnae/i to convene a group willing to reactivate the Alumnae/i Association.	Board/Staff	Sept 1994	At least two meetings will have been held to reactivate the Alumnae/i Association.
Provide continuing support for Alumnae/i activities through the agency	Board/Staff	Ongoing	
Alumnae/i activities will be institutionalized	Alumni/Staff	June, 1996	Alumnae/i activities will have been built into the Agency's annual planning schedule

Next Page

## CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 2: To establish the network of ASPIRA Alumnae/i.

Objective A: To cultivate ASPIRA Alumnae/i.

(Continuation)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Facilitate the development of the Alumnae/i activities (dances, reunions, telethon), designate a page in El Clarin for Alumnae/i	Board/Staff	1994 - 1995	By the end of June 1995, the Alumnae/i Association will have a page included in El Clarin.
Schedule annual meetings to provide the Alumnae/i Association and update of ASPIRA activities	Board/Staff	1995 - 1996	By the end of June 1996, at least one meeting will have been held between the Board, Staff and the Alumnae/i Association.
Create opportunities for the Alumnae/i Association to contribute their time and efforts to the following: *Role Models *Mentoring *Workshop *Speakers	Board/Staff	1995 - 1996	By the end of June, 1996 Alumnae/i Association members will have been invited to serve as role models, conduct workshops, etc.
Coordinate Alumnae/i activities with the ASPIRA's National Office efforts.	Board/Staff	1994 - 1995	By the end of June 1996, efforts will be conducted and planned with the National office.

## CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 2: To establish the network of ASPIRA Alumnae/i.

Objective B: To facilitate the Alumnae/i's fundraising capability

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
To provide technical expertise and resources to assist Alumnae/i in raising funds for ASPIRA and the Alumnae/i Association.	Board/Staff	1994 - 1995	By the end of June 1995, Alumnae/i will have been provided technical expertise and resources to help them in fundraising.
Invite the Alumnae/i Association to attend a Grant Writing Workshop	Staff	1995	A representative from the Alumnae/i Association will have attended a Grants Writing Workshop.
Involve Alumnae/i Association in fundraising activities	Staff	1994 - 1995	By the end of June 1995, the Alumnae/i Association will have become involved in fundraising activities.

## CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 3: To strengthen and expand Development activities.

Objective A: To raise funds for General Operating expenses.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Update and clean-up current mailing list	Staff/ Development Office	1994 - 1995	By the end of Dec. 1994, the current mailing list will have been updated.
Hold two Special Events.	Board/Executive Director	Annually	At least two special events will be held each year. One of these will be the luncheon and the second will be a festival and/or banquet.  Luncheon goal: \$45,000
Carry out Direct Mail Campaign: *Conduct a special scholarship campaign appeal *Conduct a membership Drive	Development Officer/ Executive Director	1994 - 1995	By the end of Fall 1995, two direct mail campaigns will have been conducted with special appeals and membership drive focus.



### CATEGORY III: PUBLIC RELATIONS

GOAL 1: To increase the public awareness of ASPIRA.

Objective A. To develop and expand initiatives that support and increase public awareness.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Ensure that public relations literature reflects the (July 1991) mission statement and current program goals/objectives. *El Clarin *Annual Report *Program Brochure *Lunch Invitations *Program Journal *Conference Brochures *ASPIRA TV Show *Advocacy	Development Office	June, 1994	All public relations activity will be institutionalized.
Ensure consistency, factual data, and changes.  Make revisions as needed.	Development Office	On-going	At the end of each year revisions to agency data will be made accordingly.

### CATEGORY III: PUBLIC RELATIONS

GOAL 1: To increase the public awareness of ASPIRA.

Objective B: To develop a strategy and mechanism for advocacy.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Discuss and develop strategy and mechanism for advocacy.	Board	Jan, 1995	A strategy and mechanism for board to take key policy positions on key issues will be discussed at July 1994 Retreat. If approved the Public Relations/Advocacy committee will develop strategy and mechanism for Board approval during the second quarter of 1995.
Select two critical issues and state/communicate ASPIRA's position as these affect the Puerto Rican/Latino youth: *QEA *English Only *Health Related Issues (Teen pregnancy, Aids) *Secondary and Higher Education	Board	June, 1995 and annually thereafter	ASPIRA's position on key issues affecting the Puerto Rican/Latino community was stated by participating in: -proposed changes to the Bilingual Education Code -Higher Education Restructuring

## CATEGORY IV: PLANNING AND ASSESSMENT

GOAL 1: To evaluate all ASPIRA programs and services.

Objective A: To conduct a comprehensive organizational self-assessment.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
An Ad-Hoc committee, with representation from all Board Committees will be formed	Board/Executive Director	July, 1994	An Ad Hoc Committee will have been formed to proceed with the self-study.
-Conduct the planning phase of the process -Define issues which will become the focus of the self-assessment -Determine the design	Board/Executive Director	January, 1995	The planning phase will have been conducted, issues will have been identified, and the design for the study will have been developed.
Identify and hire consultants Develop Questionnaire  Collect data  Analyze data	Board/Executive Director	June, 1995	Consultants will have been hired, the questionnaire(s) will have been developed, and data collected and analyzed.
Determine organizational effectiveness  Develop a strategic plan	Board/Executive Director	December, 1995	Organizational effectiveness will have been determined.
Implementation of the strategic plan.	Board/Executive Director	Jan, 1996	The first phase of a strategic plan will have been implemented

## CATEGORY IV: PLANNING AND ASSESSMENT

GOAL I: To evaluate all ASPIRA programs.

Objective B: To develop and monitor information system which support organizational effectiveness.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Expand and refine training and imputing of records, reports, and databases in all areas:  *Fiscal -Annual Budget -Monthly Expenditure Reports -Quarterly Reports -Combined Expenditure Report  *Programs -Database Management -Monitoring Students' Progress  *Development -Alumnae/i Association -Mail merge -Gift Consultant: special campaign, revenue, and reports -Direct Mail Campaign -Report	Executive Director	Jan, 1996	Data for the fiscal, development, and programs offices will have been entered and enhanced reports will have been produced.

NEXT PAGE

## CATEGORY IV: PLANNING AND ASSESSMENT

GOAL 1: To evaluate all ASPIRA programs.

Objective B: To develop and monitor information system to support organizational effectiveness.  
(Continuation)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Expand and enhance strategies for data collection to improve quality services in offices	Executive Director	June, 1996	Determination of how many students have continued in ASPIRA programs will have been documented.

## CATEGORY IV: PLANNING AND ASSESSMENT

GOAL 2: To enhance the effectiveness of the Board.

Objective A: To maximize board member's skills.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Provide in-service training  Develop members' skills profile.	Board	On-going	The annual retreat will have provide opportunity for in-service training, July, 1994  A member skills profile will be distributed for completion by Board members by August 1, 1994
Update and review Board members' roles and committee responsibilities	Board	On-going	Public Relations/Advocacy Committee will be proposed at July, 1994 retreat by Development Committee
Solicit from Board members areas of interest for board development and implement a program to enhance their interest.  *Strategic Planning *Fundraising	Board	On-going	Activity will hav taken place by July, 1995